

## **NOTICE OF APPLICATION**

### **SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS FOR NEW JERSEY**

#### **Application and Approval Process**

**Open dates: December 16, 2005 – February 28, 2006**

**Applications received AFTER February 28, 2006, 5:00 p.m. EST  
will NOT be considered for this application period.**



**Prepared by  
New Jersey Department of Education  
Division of Student Services  
Office of Title I Program Planning and Accountability**

# STATE BOARD OF EDUCATION

ARNOLD G. HYNDMAN <i>President</i>	.....	Belvidere
DEBRA CASHA <i>Vice President</i>	.....	Kinnelon
ARCELIO APONTE	.....	Piscataway
MARGARET F. BARTLETT	.....	Pine Beach
RONALD K. BUTCHER	.....	Pitman
MAUD DAHME	.....	Flemington
KATHLEEN A. DIETZ	.....	Hillsborough
JOSEPHINE E. FIGUERAS	.....	Elizabeth
JOHN A. GRIFFITH	.....	Montclair
REV. FREDERICK H. LaGARDE, JR.	.....	Paterson
ERNEST LEPORE	.....	Guttenberg
THELMA NAPOLEON-SMITH	.....	Trenton
EDWARD TAYLOR	.....	Somerdale

Lucille E. Davy, Acting Commissioner  
Secretary, State Board of Education

It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap, or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program, or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

## TABLE OF CONTENTS

<i>A. BACKGROUND .....</i>	<i>4</i>
<i>B. WHAT ARE SUPPLEMENTAL EDUCATIONAL SERVICES .....</i>	<i>4</i>
<i>C. NJDOE’S RESPONSIBILITY .....</i>	<i>4</i>
<i>D. THE DISTRICT’S RESPONSIBILITY .....</i>	<i>5</i>
<i>E. THE PARENT’S RESPONSIBILITY .....</i>	<i>5</i>
<i>F. SELECTION CRITERIA FOR PROVIDERS .....</i>	<i>5</i>
<i>G. PROVIDERS OF SUPPLEMENTAL EDUCATIONAL SERVICES .....</i>	<i>6</i>
<i>H. PER-PUPIL SPENDING LIMIT .....</i>	<i>7</i>
<i>I. DURATION AND MONITORING .....</i>	<i>7</i>
<i>J. REPORTING .....</i>	<i>7</i>
<i>K. APPLICATION PROCESS AND TIMELINE .....</i>	<i>8</i>
<i>L. APPLICATION EVALUATION AND SCORING.....</i>	<i>9</i>
<i>I. SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER FACT SHEET .....</i>	<i>10</i>
<i>II. PROVIDER PROFILE .....</i>	<i>15</i>
<i>A. PROGRAM DESIGN AND ALIGNMENT WITH STATE AND LOCAL STANDARDS AND CURRICULUM.....</i>	<i>15</i>
<i>B. EVIDENCE OF EFFECTIVENESS.....</i>	<i>16</i>
<i>C. EVIDENCE OF LINKS BETWEEN RESEARCH AND PROGRAM DESIGN.....</i>	<i>16</i>
<i>D. ASSESSMENT AND PROGRESS .....</i>	<i>17</i>
<i>E. COMMUNICATION WITH PARENTS AND SCHOOL .....</i>	<i>17</i>
<i>F. QUALIFICATIONS OF INSTRUCTIONAL STAFF AND PROFESSIONAL DEVELOPMENT .....</i>	<i>18</i>
<i>G. FINANCIAL AND ORGANIZATIONAL CAPACITY .....</i>	<i>18</i>
<i>III. ASSURANCES.....</i>	<i>20</i>
<i>APPENDIX A. EIA: CODE OF PROFESSIONAL CONDUCT AND BUSINESS ETHICS FOR SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER.</i>	<i>21</i>
<i>APPENDIX B. ON-LINE RESOURCES TO ASSIST PROVIDERS IN DEVELOPING EFFECTIVE SUPPLEMENTAL EDUCATIONAL SERVICES PROGRAM</i>	<i>24</i>
<i>APPENDIX C. SES PROVIDER APPLICATION SCORING PROCESS</i>	<i>25</i>
	<i>3</i>

## **A. Background**

The *No Child Left Behind Act* (NCLB) was enacted by Congress in December 2001 and signed into law by President George W. Bush on January 8, 2002. It reauthorizes the Elementary and Secondary Education Act (ESEA) and provides federal funding for many educational programs such as Title I programs for economically disadvantaged youth, 21st Century Community Learning Centers, and Title III programs for English language learners. The act will be in effect through 2007.

Key focuses of NCLB are accountability provisions and an emphasis on analysis of assessment data as a tool to help all students meet state proficiency standards for mastery of language arts literacy and mathematics. Also key are parental involvement options that will help low-performing students close the achievement gap.

The goal of NCLB is for all students to be proficient based upon each state's assessment program at the end of 12 years, or 2014. Each school's progress toward meeting proficiency targets is measured annually to ensure this goal is met. Schools that do not meet adequate yearly progress (AYP) for two consecutive school years are identified as schools in need of improvement. These schools are required to offer public school choice, but may offer supplemental educational services (SES) if there are no choice options. If these schools do not make AYP the following year, they must continue to offer public school choice to all their students and also offer parents the option of SES for income-eligible students.

## **B. What Are Supplemental Educational Services**

The U.S. Department of Education (USDE) defines SES as additional academic assistance for low-income students who attend Title I schools that did not make AYP for two or more consecutive years in the same content area. This additional academic assistance is designed to ensure that students increase their level of academic achievement, particularly in language arts literacy and mathematics.

SES includes tutoring or remedial services offered, before school, after school, on weekends and holidays, or during the summer. This instruction must take place outside the regular school day. A portion of a district's Title I funds must be used for school choice and SES if any of its Title I schools are identified for improvement. For more information about SES, visit the following NJDOE Web address: [www.nj.gov/njded/title1/program/ss/](http://www.nj.gov/njded/title1/program/ss/). The USDE non-regulatory guidance on SES is available on this site.

## **C. NJDOE's Responsibility**

The New Jersey Department of Education (NJDOE) has implemented the SES requirements as defined by NCLB. To determine the schools required to offer SES, the NJDOE calculates AYP and identifies schools in improvement status. This application fulfills many of the law's

provisions, which include the state's responsibility in developing and applying objective criteria for identifying an array of SES providers so that parents and families have a wide variety of provider choices. The NJDOE updates its list of approved providers at least annually and posts the list on the NJDOE Web site. The approved list is available to school districts, which can inform parents of providers available in their geographic locations and across the state (see [www.nj.gov/njded/title1/program/ss/search.shtml](http://www.nj.gov/njded/title1/program/ss/search.shtml)). NCLB requires states to evaluate the services of identified SES providers. Both provider self-evaluations and district evaluations have been developed and implemented by the NJDOE as part of this evaluation process. Providers may be re-approved or removed from the approved list.

#### **D. The District's Responsibility**

Districts must arrange for the provision of SES to eligible children from providers on the state-approved list. A provider is selected by the parents of the eligible child in consultation with the school district [NCLB, Section 1116(e)(1)]. Additionally, qualifying school districts are required to do the following:

- Notify parents annually (in a clear and uniform format, and, to the extent practicable, in a language the parents can understand) of the following:
  - The availability of supplemental services.
  - The approved providers whose services are available within the school district or whose services are reasonably available in neighboring school districts or accessible through technology.
  - A brief description of the services, qualifications, and demonstrated effectiveness of each approved provider to assist the parent in selecting a provider.
- Contact providers selected by the parents and enter into a contractual agreement on behalf of the student.
- Monitor the responsibilities of the approved provider.
- Monitor the progress of students receiving SES.

#### **E. The Parent's Responsibility**

Parents should have an active role in their child's SES provision, including:

- Assuring their child receives services as scheduled.
- Communicating regularly with the provider.
- Assuring the provider also communicates with the child's school and teacher.

#### **F. Selection Criteria for Providers**

Under NCLB, criteria developed by states for identification of providers must include the following:

- A demonstrated record of effectiveness in improving student academic achievement.
- Documentation that the instructional strategies used by the provider are high quality, evidence-based, and designed to increase student academic achievement.

- Evidence that services are consistent with the state academic content and achievement standards and the district's instructional program.
- Evidence that the provider is financially sound.

With respect to the first criterion, each state is responsible for defining what would be acceptable evidence of effectiveness. Acceptable evidence may include significant improvement in student academic achievement; successful use of instructional practices based on sound research or documented success by other providers using these practices; successful and sustained remediation of reading or math difficulties; use of a program that others have successfully implemented to improve student academic achievement; and/or evidence of positive impact on additional outcomes (school grades, student discipline, attendance, etc.)

### **G. Providers of Supplemental Educational Services**

In order for a provider to be approved for the state list, the provider must agree to carry out the following:

- Provide parents of children receiving SES, the district, and school with monthly reports on the academic progress of the children, in a format and, to the extent practicable, a language that parents can understand.
- Ensure that instruction provided and content used by the provider are consistent with the instruction provided and content used by the district and state, and aligned with New Jersey's Core Curriculum Content Standards (CCCS).
- Meet all applicable federal, state, and local health, safety, and civil rights laws. Entities eligible to apply to provide SES may include, but are not limited to the following:
  - Community agencies
  - Charter schools (except those identified as in need of improvement)
  - Private schools
  - Individuals
  - Child care centers
  - Public schools (except those identified as in need of improvement)
  - Libraries
  - Community colleges
  - Private companies
  - On-line schools
  - Family literacy programs
  - Faith-based organizations
- Must be registered with the New Jersey Department of Treasury before SES can be offered.
- Must not be a "school in need of improvement" or a "district in need of improvement."
- Must agree to comply with the NJDOE, Office of Title I Program Planning and Accountability's policy as described by the Education Industry Association/Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers at [www.educationindustry.org/Code\\_of\\_Standards\\_and\\_Ethics\\_10-29-04.doc](http://www.educationindustry.org/Code_of_Standards_and_Ethics_10-29-04.doc) (see Appendix A).

**Note:** Districts and schools that are newly designated as “in need of improvement” are ineligible to provide SES. If the LEA or school is currently on the state-approved provider list, they will be notified by letter that they are removed from the approved SES provider list and must cease providing supplemental educational services.

## **H. Per-Pupil Spending Limit**

A district is limited as to how much it can spend to provide SES for each eligible student. Specifically, the per-pupil spending limit that a district must provide for SES is the lesser of the following:

- The district’s per-pupil allocation as calculated by the NJDOE.
- The actual cost of SES provided to each eligible student.

As set forth in federal law, the district must reserve at least 20 percent of its Title I allocation for choice transportation and/or SES, with at least 5 percent reserved for SES. The 2005-2006 SES maximum per-pupil amounts by district are available on the following Web site: [www.nj.gov/njded/title1/program/ss/max.shtml](http://www.nj.gov/njded/title1/program/ss/max.shtml).

## **I. Duration and Monitoring**

The NJDOE, in cooperation with the applicable school districts, is required to monitor the quality and effectiveness of the services offered by approved SES providers and to withdraw approval from providers that do not, for two years, contribute to increased academic proficiency of the students to whom they provide services or that do not meet other eligibility requirements or assurances. Please note that after not meeting the standards for one school year, the provider must submit a corrective action plan to the state for approval.

A district must continue to offer SES until the school(s) in question is no longer identified in need of improvement, according to the NCLB requirements.

## **J. Reporting**

Each year, providers approved for the previous year must submit to the NJDOE a final self-evaluation that summarizes the progress of all students the provider served with SES. Each year, school districts must submit to the NJDOE an evaluation for each provider that served eligible students with SES.

More information about SES provider monitoring and reporting is posted on the NJDOE SES Web site at [www.nj.gov/njded/title1/program/ss/](http://www.nj.gov/njded/title1/program/ss/).

## **K. Application Process and Timelines**

The NJDOE uses an application review process that ensures objectivity and meets the intent of Title I, Part A, Section 1116(e) to develop a state-approved list of SES providers.

Three copies of the application and any mailed attachments **must be received by 5:00 p.m. EST on Tuesday, February 28, 2006**. Note that the application deadline is not a postmark deadline.

- Applications received at the NJDOE after the February 28, 2006, deadline will NOT be considered.
- Faxes are not accepted and the *complete* application must be received by the deadline.
- It is the responsibility of the sender to ensure and verify that the mailed portion of the application is received by the deadline.
- Include only the information requested and answer all questions thoroughly. Binders, special covers, marketing materials, etc., will not be reviewed in order to determine if an applicant meets the criteria but may be included as corroborating material. Reviewers will not check Web sites to verify or review documentation. Supplemental materials must be incorporated into the application.

Address or deliver the application no later than **February 28, 2006**, to the following address:

New Jersey Department of Education  
Application Control Center  
100 River View Plaza  
P.O. Box 500  
Trenton, New Jersey 08625-0500

The following apply for each narrative question:

- Do not exceed the requested page limit.  
(Attachments do not count towards the total page limit. Provide examples, if appropriate.)
- All responses must be typed, one-sided, in 12-pt. font or larger.

**A complete application packet includes the following:**

- Completed Supplemental Educational Services Provider Fact Sheet
- Completed Provider Profile
- Signed Assurances form
- Allowable attachments



Any incomplete packet will *not* be considered for review and approval. Applicants that do not meet the qualifications of this notice of application will be notified and may reapply in future cycles. Upon request, the reasons for denial will be provided to the applicant. There are no appeals for denied applications.

[**Note:** The state reserves the right to re-open the application period or extend the current deadline. The New Jersey Department of Education reserves the right to request additional information from an applicant.]

**For more information e-mail Judy Alu at [SES@doe.state.nj.us](mailto:SES@doe.state.nj.us).**

## **L. Application Evaluation and Scoring**

A review panel will evaluate and score completed eligible applications based upon the content of the narrative questions (and the requested attachments), the assurances page, and the financial and organizational capacity. Responses will be rated according to alignment with state and federal requirements. Each section will be scored based on the assigned point value indicated in the application. No supplemental material beyond what is specifically requested in the application will be considered. NJDOE reserves the right to request additional information.

Incomplete applications will *not* be considered for review and approval. All required documentation must be completed in order for providers to be considered for approval.

The NJDOE will notify all applicants, via certified mail, of their approval status. Upon approval, NJDOE will list the provider in its database of approved providers. Providers are not considered approved unless officially notified of approval on NJDOE letterhead. Approval will be for the NCLB project period from September 1, 2006 - August 31, 2007, unless the approval is revoked by the NJDOE. After that time, approved providers will be required to complete an annual SES provider self-evaluation and submit additional documentation as well as an Assurances page to maintain their approved status.

**SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS  
NOTICE OF APPLICATION  
December 16, 2005 – February 28, 2006**

**I. SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER FACT SHEET**

**SECTION 1: PROVIDER IDENTIFICATION**

**Provider name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

\_\_\_\_\_

**Branch offices:** \_\_\_\_ Yes \_\_\_\_ No  
*If yes, list locations (cities and addresses):*

\_\_\_\_\_

**Provider contact person/Title:** \_\_\_\_\_ / \_\_\_\_\_

**Phone #:** \_\_\_\_\_ **Fax #:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Provider Web site :** \_\_\_\_\_

**Federal EIN or Social Security Number:** \_\_\_\_\_

**Registered with the New Jersey Department of Treasury:** Y \_\_\_\_ N \_\_\_\_ **ID#:** \_\_\_\_\_

**ATTACH A COPY OF BUSINESS REGISTRATION CERTIFICATE.** Copies can be downloaded from the New Jersey Department of Treasury, Division of Revenue On-line Inquiry Web site at [https://www1.state.nj.us/TYTR\\_BRC/jsp/BRCLoginJsp.jsp](https://www1.state.nj.us/TYTR_BRC/jsp/BRCLoginJsp.jsp). Note: LEAs and high-performing schools that apply to be providers do not have to provide this documentation.

**Type of provider:** *(Check one.)*

- |                                                           |                                                                     |
|-----------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Community agency                 | <input type="checkbox"/> Two-year college                           |
| <input type="checkbox"/> Public school (non-charter)      | <input type="checkbox"/> Four-year college/university               |
| <input type="checkbox"/> Charter school                   | <input type="checkbox"/> For-profit/private company                 |
| <input type="checkbox"/> Private/parochial school         | <input type="checkbox"/> On-line school                             |
| <input type="checkbox"/> Individual                       | <input type="checkbox"/> Family literacy program/Even Start program |
| <input type="checkbox"/> Child care center                | <input type="checkbox"/> Educational Services Commission            |
| <input type="checkbox"/> Library                          | <input type="checkbox"/> Faith-based organizations                  |
| <input type="checkbox"/> 21 <sup>st</sup> Century Centers | <input type="checkbox"/> Other: _____                               |

## SECTION 2: PROVIDER GEOGRAPHIC SERVICE AREA INFORMATION

**Restrictions** *[Complete this section carefully to inform parents/districts of any provider limitations prior to signing agreements. If your agency will only serve a minimum number of students from a school or district, or will provide services to limited service areas, you must include this in your application. If approved, this information will be posted on the NJDOE Web site of approved providers to assist parents in making informed choices.]*

**Minimum number of students required:** Yes \_\_\_\_\_ No \_\_\_\_\_ **Number:** \_\_\_\_\_

**Service area:** ☐ All of New Jersey

☐ Specific school districts

☐ Specific counties

*List district/county:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Areas in which services can be provided:** ☐ Urban ☐ Suburban ☐ Rural

**Place of service:** *[Check the location(s) that best describes where you deliver services to students.]*

- |                                           |                                                                                                                         |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> School           | <input type="checkbox"/> Your home                                                                                      |
| <input type="checkbox"/> Business         | <input type="checkbox"/> Student's home                                                                                 |
| <input type="checkbox"/> Community center | <input type="checkbox"/> Site owned or operated by a faith-based organization (e.g., church, synagogue, mosque, temple) |
| <input type="checkbox"/> On-line          | <input type="checkbox"/> Other (explain) _____                                                                          |

**Can transportation be provided?** Yes \_\_\_\_\_ No \_\_\_\_\_ **Radius:** \_\_\_\_\_

*[Note: Transportation, if provided by providers or districts, is an unallowable SES charge.]*

**Describe your strategy to recruit students for your services?** \_\_\_\_\_

*[Note: Providers are required to adhere to the EIA/Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers (Appendix A). As such, you must comply with this code in your agency's recruitment strategies (i.e., you may NOT populate your agency's name on district enrollment forms and your agency may NOT offer incentives to parents and students for enrolling in your program.)]*

### SECTION 3: SERVICE PROVIDER HISTORY

Date (month/year) the supplemental educational services provider agency was formed: \_\_\_\_\_ / \_\_\_\_\_

Number of years of continuously providing service: \_\_\_\_\_

**Provider's Statement of Qualifications and Effectiveness (maximum 300 characters including spaces):** (If applicant is approved as a provider, this statement will appear on the SES Approved Provider listing on the NJDOE Web site.)

---

---

---

---

### SECTION 4: PROVIDER ACADEMIC/INSTRUCTIONAL INFORMATION

**Program description:** *[Indicate which keywords best match your program's offerings.]*

- |                                                       |                                       |
|-------------------------------------------------------|---------------------------------------|
| <input type="checkbox"/> Language Arts Literacy       | <input type="checkbox"/> Mathematics  |
| <input type="checkbox"/> English language acquisition | <input type="checkbox"/> Other: _____ |

**Grade levels served:** *[Check all that apply.]* ☐ Pre-K-3 ☐ 4-6 ☐ 7-8 ☐ 9-12 Other: \_\_\_\_\_

**Maximum number of students able to be served in 2006-2007:** \_\_\_\_\_

**Specific student populations served:** *[If your organization has provided supplemental services to any of the following groups, please check the corresponding box(es) below.]*

- |                                                     |                                                                                                                               |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Economically disadvantaged | <input type="checkbox"/> Limited English proficient students (indicate particular language(s) with which you have expertise): |
| <input type="checkbox"/> Ethnic/racial minorities   | _____                                                                                                                         |
| <input type="checkbox"/> Migrant students           | <input type="checkbox"/> Other: _____                                                                                         |
| <input type="checkbox"/> Students with disabilities | _____                                                                                                                         |

**New!** **Time of service availability:** *[Check the time(s) that best describes when you will deliver services to students. Note that if your program exceeds more than three consecutive hours at any given time, you must submit a schedule depicting what occurs during that timeframe with this application. Only the portion of time dedicated to SES/tutoring is an allowable charge. For example, if tutoring occurs during the morning portion of a summer program, only the tutoring portion is an allowable SES charge.]*

- ☐ Before school      ☐ Weekends/school holidays
- ☐ After school      ☐ Summer

**New!** **Mode of instructional delivery:** *[Check all methods of instructional delivery that you offer to students. The NJDOE now requires that approved SES providers from this application period forward must not exceed a student/instructor ratio of 12:1. Previously approved providers will be asked to comply with this requirement when their application approval status is up for renewal.]*

- ☐ Individual tutoring      ☐ On-line/Web-based
- ☐ Small group instruction (3-5)      ☐ Other: \_\_\_\_\_
- ☐ Large group instruction (6 or more)

**Student/instructor ratio:** *[List the ratio of students to instructors in your program. Student/instructor ratio may not exceed 12:1.]*

\_\_\_\_ Students for every 1 instructor

**Describe how you schedule services, e.g., 2.5 hr. sessions per week, 1 time per week, etc.**

\_\_\_\_ Number of sessions per week

\_\_\_\_ Number of hours per session\*

\_\_\_\_ Specific times per session (if available)

*\*Any SES session that exceeds 3 consecutive hours must submit a schedule detailing typical SES activities for that period with this application.*

Specific days of the week: *[Check all that apply.]*

- ☐ Monday      ☐ Tuesday      ☐ Wednesday      ☐ Thursday      ☐ Friday      ☐ Saturday      ☐ Sunday
- ☐ Summer      ☐ Holidays

**Method and frequency of communication used to report progress to parents:**

<b>Method</b>	<b>Frequency</b>
Reports	
Meetings	
Other Communications	

**Method and frequency of communication used with the sending school:**

<b>Method</b>	<b>Frequency</b>
Reports	
Phone Conferences	
Meetings with Teacher	

- ☐ I am aware that if I become an approved SES provider, I must send an annual report summarizing the progress of each child who received SES to the district upon that child's completion of services as well as to the NJDOE as part of the provider self-evaluation. This summary progress report is *in addition* to any regular progress reports submitted throughout the term of services.

<b>SECTION 5: PROVIDER FEES</b>
---------------------------------

**New!**

**Fee/cost structure:**\* Complete the fee/cost structure. Fees must be listed on a per-student/per-hour basis and may include a reasonable cost range per hour. This is the cost to provide the agency's proposed SES program to each child according to that individual child's achievement plan.

- ☐ \$ \_\_\_\_\_ per student for each hour of service.

*[The NJDOE now requires that approved SES providers from this application period forward charge on an hourly basis for each student served. Previously approved providers will be asked to comply with this requirement when their application approval status is up for renewal.]*

## II. PROVIDER PROFILE

Your application will be evaluated on the following seven areas. Provide complete and detailed responses to all areas and attach corroborating material, if applicable. Points will be assigned based on the information and documentation you provide. Reviewers will *not* be searching on-line for information about your program, so provide all pertinent materials with your application.

### **A. Program Design and Alignment with State and Local Standards and Curriculum (limit 4 pages)      MAXIMUM SCORE: 40 POINTS**

Your application in this area will be evaluated on the extent to which the key instructional practices of your program are high quality, evidence-based, and specifically designed to increase student academic achievement. The application will also be evaluated on the extent to which you clearly and specifically describe your program's connection to the New Jersey's academic standards, the Core Curriculum Content Standards (CCCS), and the district(s) instructional program(s). For more information on New Jersey's CCCS, see the NJDOE's Academic and Professional Standards Web site at [www.nj.gov/njded/aps/cccs/](http://www.nj.gov/njded/aps/cccs/).

1. Describe in detail the nature of the supplemental services to be provided. Describe the instruction, curriculum and content, methodology, and format. In this section, include a typical schedule for your agency's supplemental educational services. This schedule must be included for any proposed program that exceeds three consecutive hours of instruction in one time period. (10 points)
2. Describe the organizational structure of service delivery (location, supervision, staff). For Web-based programs, describe the interaction between students and instructors. (5 points)
3. Describe methods and strategies for serving eligible students from special populations (economically disadvantaged students, ethnic/racial minorities, students with disabilities, and other special populations such as English language learners, homeless, etc.). (10 points)
4. Describe how the services you offer are aligned with language arts literacy and mathematics standards as outlined in the New Jersey CCCS as well as the local school district's instructional program. (If your program differs from the district's prevailing instructional program, describe how your program meets student academic needs.) Describe your alignment process and when it was completed. When possible, cite examples of specific standards your program addresses. (10 points)

5. Demonstrate a clear link between the academic program a student experiences during the regular school day and the instruction and content of the SES program provided. Explain how you utilize and complement the regular day's instruction. (5 points)

**B. Evidence of Effectiveness (limit 2 pages)**

**MAXIMUM SCORE: 25 POINTS**

Provide descriptions of your program's evidence of effectiveness. Applications will be evaluated on the extent to which there is a demonstrated record of effectiveness in improving academic achievement. The strongest consideration is given to evidence of positive impact on student achievement on state and district assessments, particularly for low-income, underachieving students. Evidence of positive impact on additional outcomes (e.g., school grades, family/parent satisfaction, student discipline, student attendance, and/or retention/promotion rates) will also be considered as well as provider conducted studies, database information on student outcomes, and other sources of evidence. Please note that priority will be given to third-party, independent research. (See the USDE Web site on scientifically based research for more guidance at [www.ed.gov/offices/OESE/esea/research/index.html](http://www.ed.gov/offices/OESE/esea/research/index.html).)

1. Provide evidence that your program has a positive impact on student achievement as demonstrated through a state, district, and/or other independent, valid, and reliable performance test, particularly for low-income, underachieving students. Other forms of evidence will also be considered such as: (a) evidence that your program has a positive impact on student performance using a measure that is not national or statewide (i.e., a test you developed) OR using school grades, homework completion, or school/teacher administered subject area test; (b) letters of reference from previous clients; (c) additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, family/parent satisfaction, and/or student behavior/discipline. In all cases, cite available research studies as appropriate and provide specific data. (20 points)
2. Provide specific evidence that your program has accelerated the academic achievement of identified economically disadvantaged students, at-risk students, students with disabilities, students from ethnic/racial minorities, students with limited English proficiency, and other special populations. (5 points)

**C. Evidence of Links Between Research and Program Design (limit 1 page)**

**MAXIMUM SCORE: 10 POINTS**

Your application in this area will be evaluated on the extent to which you clearly and specifically explain how the key instructional practices and major design elements of your program are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement.



- Explain how the key instructional practices and major design elements of your program are (1) high quality, (2) based on research, and (3) specifically designed to increase student academic achievement. Major design elements may include mode of instruction, staff/pupil ratio, mastery learning, time on task, etc. Research citations must be included. (10 points)

#### **D. Assessment and Progress (limit 1 page)**

**MAXIMUM SCORE: 15 POINTS**

Your application in this area will be evaluated on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, and evaluate and monitor that student's progress towards clearly identified goals. Your description should address all of the following indicators.

1. Describe the specific process used to assess/diagnose student needs; identify skills or knowledge gaps; and prescribe an instructional program based on a student's individual needs. (5 points)
2. Describe the specific process you use to evaluate, monitor, and track student progress on a continuous and regular basis. (5 points)
3. Describe the process of developing an instructional plan for each student, based on needs, with clear goals and a timetable for achievement gains. Provide a sample, if available. (5 points)

#### **E. Communication with Parents and School (limit 1 page)**

**MAXIMUM SCORE: 10 POINTS**

Your application in this area will be evaluated on the extent to which your program provides a consistent and specific process for informing the parents and families of your students with information on the progress of their children.

- Describe the specific procedures you will use to report on student progress to parents, teachers, and appropriate school district staff (in the native language, if necessary). Applicants may wish to attach a sample student progress report, if available, in English or other languages. (10 points)
  - Explain how frequently student progress will be communicated to teachers and appropriate local school district staff in accordance with confidentiality provisions as set forth in NCLB.
  - Describe how you include parents and schools in the planning process and how you are assisting students to meet their academic goals.

**F. Qualifications of Instructional Staff and Professional Development (limit 1 page)**  
**MAXIMUM SCORE: 10 POINTS**

Your application will be evaluated on the extent to which you offer strong evidence of qualified staff (**at least two years of college or an associate's degree**) and have demonstrated commitment to ongoing professional development and improvement of your services. You may use the following sources as evidence: the amount and quality of training provided to program staff; the years and level of work experiences, particularly in working with Title I students; the highest degree attained; and/or certification of staff.

1. Describe the qualifications of current supervisory staff. Identify staff by title. Submit the application and rating system you use to select possible candidates. *(4 points)*
2. Explain how your staff is trained to work with a diverse student population, e.g., limited English proficient, migrant, homeless, socio-economically disadvantaged, and students with disabilities. *(2 points)*
3. Explain your plan for ongoing professional development to increase the effectiveness of your staff. *(2 points)*
4. Explain how your agency conducts criminal background checks, before hiring, on all employees working directly with children. Indicate whether your employees are bonded and identify any other background checks you use. *(2 points)*

**G. Financial and Organizational Capacity**                      **MAXIMUM SCORE: 10 POINTS**

Your application will be evaluated on the extent to which your program has the capacity to deliver effective services.

- Submit evidence demonstrating that your organization has the capacity to offer an SES program and is financially sound. Provide at least three of the following (at least one must address financial stability). *(10 points)*
  - Copies of business license or formal documentation of legal status with respect to conducting business in the state of New Jersey.
  - Contracts, warranties, or guaranties for services provided.
  - A description of how the provider currently receives funds (i.e., grants, fees-for-service, etc.).
  - Audited financial statements.
  - Credit ratings from an independent rating agency.
  - Business plans or profiles that might include (a) goals, timelines, and expected outcomes; (b) detailed action steps; (c) descriptions of financial and staff resources;

- (d) organizational budgets that account for revenues and expenses and cash flow activity; and (e) outlines of roles and responsibilities of staff within the organization.
- Samples or descriptions of formal contracts, data collection, accounting and communication processes and systems.

The application must be received no later than **February 28, 2006**, at the following address:

New Jersey Department of Education  
Application Control Center  
100 River View Plaza  
P.O. Box 500  
Trenton, New Jersey 08625-0500

### III. ASSURANCES

The following assurances are required of all Supplemental Educational Services providers. As the duly authorized representative of this applicant, I certify compliance with all of the following assurances:

1. Provider will provide an instructional program that is supplemental to, and aligned with, the regular school program.
2. Provider agrees to provide, at a minimum, monthly academic achievement progress reports to parents/guardians and to the students' home school district, as well as an annual report summarizing student progress upon completion of services.
3. Provider will collaborate with the school to provide appropriate services for the student.
4. Provider will ensure that the staff providing supplemental educational services to students are qualified and have at least two years of college or an associate's degree.
5. Provider will ensure the confidentiality of students' needs and progress, and share this information only with parents/guardians and appropriate school personnel.
6. Provider will not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents/guardians of the student.
7. Provider will make every effort to involve parents/guardians in developing the needs assessment for the student, developing a plan of services, and exchanging information on the progress of the student.
8. Provider will provide a healthy, safe, and clean environment in which to serve students.
9. Provider will follow the procedure for registering eligible students set forth by the school district.
10. Provider agrees to meet all applicable federal, state, and local health, safety, and civil rights laws.
11. Provider will provide secular, neutral, and non-ideological instruction and content.
12. Provider has current liability insurance. List company name, policy number and effective dates, or attach a copy of the policy cover page. \_\_\_\_\_  
\_\_\_\_\_
13. Provider will conduct background checks of all staff and make this information available to school districts upon request.
14. Provider agrees to abide by the conditions of the contract with the district including the fee that must be in compliance with Section 1116(e)(6)(A)(B) NCLB.
15. Provider agrees to comply with the New Jersey Department of Education, Office of Title I Program Planning and Accountability's policy with regard to the use of incentives by supplemental educational services providers as described by the Education Industry Association/Code of Professional Conduct and Business Ethics for Supplemental Educational Services Providers at [http://www.educationindustry.org/Code\\_of\\_Standards\\_and\\_Ethics\\_10-29-04.doc](http://www.educationindustry.org/Code_of_Standards_and_Ethics_10-29-04.doc).

---

Signature of Service Representative

Date signed

---

Name of Service Representative (printed or typed)

Title

---

20

## APPENDIX A\*



### Education Industry Association

*Code of Professional Conduct and Business Ethics  
For  
Supplemental Educational Services Providers  
Final 10-29-04*

SES Providers (and other education service providers) operate in an environment that touches communities, school officials, parents, students and other providers. The importance of the activities and complexity of the interactions make it paramount that EIA member organizations adhere to the highest standards of professional conduct and business ethics. In its role of providing critical leadership to the education industry, both public and private, EIA has adopted this voluntary code to describe key organizational behaviors and policies that will guide its member companies.

High quality educational programs delivered by trained professionals represent the core value that is to be reflected throughout all of our partnerships with schools, parents and students. The following structure represents the collective judgment of what constitutes ethical behavior. EIA members are committed to using it to guide to decision-making and performance at all levels of their organizations—from the CEO to the employee in the classroom. Accountability for achieving desired results consistent with these guidelines and standards is the ultimate benchmark upon which EIA member service providers will be judged.

### *General Guidelines*

**In the conduct of business and discharge of responsibilities, EIA members commit to:**

1. Conduct business honestly, openly, fairly, and with integrity.
2. Comply with applicable laws, statutes, regulations and ordinances.
3. Avoid known conflict of interest situations.
4. Never offer or accept illegal payments for services rendered.

5. Apply these guidelines and standards throughout the company by insuring all employees understand them and act accordingly.
6. Refrain from publicly criticizing or disparaging other providers.
7. In the case of any conflict, first attempt resolution directly with each other, but the parties involved may ask EIA to help mediate potential disputes.
8. Comply with the confidentiality and non-disclosure provisions of all applicable federal, state and local laws, including those relating to student identity, records, reports, data, scores and other sensitive information.
9. Be factual and forthright in reporting and documenting attendance rates, effectiveness of their programs, and in explaining the theoretical/empirical rationale behind major elements of its program, as well as the link between research and program design.

### ***Standards Specific to SES***

**EIA Members will consistently implement the NCLB Supplemental Services provisions and promote full access to SES services. To that end,**

**Members will NOT:**

1. Compensate school district employees personally in exchange for access to facilities, to obtain student lists, to obtain other similar benefits for their SES program or for any illegal purpose. School personnel may be hired for instructional purposes as described in #9 below.
2. Make payments or in-kind contributions to schools, exclusive of customary fees for facility utilization.
3. Misrepresent to anyone, including parents (during student recruitment), the location of a provider's program, principal/district or state's approval of a provider, or the likelihood of becoming so approved.
4. Offer a student any form of incentive for signing-up with a provider.
5. Use a district enrollment form that has the selected provider's name pre-printed as part of the form.
6. Encourage students/parents to switch providers once enrolled. A student is considered enrolled once the District has issued the formal student / Provider selection list.

**Members MAY:**

1. Provide simple incentives to potential students, including door prizes of a nominal value and refreshments, while attending informational sessions.
2. Offer students reasonable incentives that are directly linked to documented meaningful attendance benchmarks and/or the completion of assessment and program objectives.

3. Hire school district employees for instructional purposes only, subject to District policies governing conflict of interests and other District-imposed requirements.
4. Include in tutor compensation incentives for student attendance and achievement, consistent with a company's written policy.

---

\* All approved SES providers must be in compliance with this policy, which was adopted by the NJDOE.

## APPENDIX B

### On-line Resources to Assist Providers in Developing Effective Supplemental Educational Services Programs

1. New Jersey Department of Education Supplemental Educational Services Web link:  
[www.nj.gov/njded/title1/program/ss/](http://www.nj.gov/njded/title1/program/ss/)  
This page provides links to many of the resources below and more....
2. New Jersey Department of Education information on school improvement and accountability:  
[www.nj.gov/njded/title1/accountability/](http://www.nj.gov/njded/title1/accountability/)
3. New Jersey Department of Education, Academic and Professional Standards Web site with information on the NJ Core Curriculum Content Standards: <http://www.nj.gov/njded/aps/cccs/>
4. *No Child Left Behind Supplemental Educational Services Non-Regulatory Guidance*:  
[www.ed.gov/policy/elsec/guid/suppsvcsguid.doc](http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc)
5. Center for Faith-Based and Community Initiatives hosts free regional workshops. Visit [www.ed.gov/about/inits/list/fbci/suppserv-workshops.html](http://www.ed.gov/about/inits/list/fbci/suppserv-workshops.html)
6. Supplemental Educational Services Quality Center produced a comprehensive guide for entities interested in becoming providers. Download guide from [www.tutors4kids.org/documents/SESProvidersToolkit\\_002.pdf](http://www.tutors4kids.org/documents/SESProvidersToolkit_002.pdf)
7. Supplemental Educational Services Quality Center produced a comprehensive toolkit for parents and community leaders, *SES in Action: A Toolkit for Parents and Community Leaders*. Download toolkit from [www.tutors4kids.org/documents/SES\\_Action\\_Toolkit\\_Color\\_Web\\_FINAL.pdf](http://www.tutors4kids.org/documents/SES_Action_Toolkit_Color_Web_FINAL.pdf)
8. United States Department of Education (USDE):  
<http://www.ed.gov/admins/comm/suppsvcs/edpicks.jhtml?src=ln>



## APPENDIX C

### SES Provider Application Scoring Process

The New Jersey Department of Education uses an objective process for scoring supplemental educational services provider applications.

#### Step One

1. A reader panel of two experts reviews each application using a scoring rubric based on the application criteria.
2. Each reader scores the application and writes comments, if appropriate, to clarify a score.
3. Applicants must achieve a certain minimum score by each reader to be considered approved.
4. If averaged scores are close to the minimum, an applicant may be asked to submit revisions or additional material.

#### Step Two

1. If one reader scores above the required minimum and the other scores below the minimum, a third reader is assigned for a second tier review.
2. Scores of the three reviews are averaged and compared against the minimum.
3. If the average is below the required minimum, the results of each reader's final score are compared to avoid skewing. For example, even though an average of all three scores is below the minimum, if two out of the three readers scored above the minimum (approved the application), then the application is approved.

Applicants who do not meet the criteria for approval are encouraged to study their scores and the readers' comments, attend the NJDOE SES technical assistance session for providers, and reapply during the next application cycle.